

Improving Speaking Skill of Tourism Vocational High School Students Through Project Based Learning

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Abstrak

Peneliti melakukan penelitian eksperimental kuasi yang melibatkan 64 siswa SMK Usaha Perjalanan Wisata (UPW). Ada 32 siswa untuk setiap kelompok eksperimen dan kontrol. Pembelajaran berbasis proyek diimplementasikan untuk pengajaran bahasa Inggris dalam kelompok eksperimen, sedangkan kelompok kontrol diajarkan menggunakan metode konvensional. Instrumen penelitian dalam penelitian ini adalah pre-test dan post-test dan proyek adalah video monolog. Skor rata-rata kelompok eksperimen dalam pre-test adalah 66.7188 ($SD = 8.19219$) dan kelompok kontrol adalah 67.1875 ($SD = 9.15260$). Nilai Sig.(2-tailed) untuk pre-test adalah 0,830 yang berarti bahwa tidak ada perbedaan yang signifikan antara nilai pre-test kemampuan berbicara kedua kelompok. Dalam post-test, skor rata-rata dari kelompok eksperimen adalah 75.7813 ($SD = 9.84635$) dan kelompok kontrol adalah 67.6563 ($SD = 11.70776$) yang menunjukkan bahwa kelompok eksperimen mendapat skor lebih tinggi daripada kelompok kontrol. Nilai Sig.(2-tailed) untuk post-test 0,004 menunjukkan bahwa ada perbedaan kemampuan berbicara siswa yang signifikan dari kedua post-test kedua kelompok.

Skor rata-rata dari kelompok eksperimen dalam pre-test adalah 66.7188 ($SD = 8.19219$) sementara dalam post-test adalah 75.7813 ($SD = 9.84635$) dan Sig. (2-tailed) dari kedua test adalah .000. Dapat disimpulkan bahwa penerapan pembelajaran berbasis proyek efektif untuk meningkatkan kemampuan berbicara siswa wisata.

Kata Kunci: Kemampuan Berbicara, Jurusan Usaha Perjalanan Wisata, Pembelajaran Berbasis Proyek, Teks Naratif

Abstract

A quasi experimental research was conducted in this research involving 64 tourism students. There were 32 students for each experimental and control groups. Project based learning was implemented for English teaching in experimental group, while the control group was taught using conventional method. The research instrument of this study was speaking pre-test and post-test and the project was monologue video. The mean score of experimental group in pre-test was 66.7188 ($SD = 8.19219$) and the control group was 67.1875 ($SD = 9.15260$). The Sig. (2-tailed) value of pre-test was 0.830 meaning that there is no significant difference between students' speaking skill in both groups. In post-test, the mean score of experimental group was 75.7813 ($SD = 9.84635$) and control group was 67.6563 ($SD = 11.70776$) showing that experimental group scored higher than the control group. The Sig. (2-tailed) value is .004 showing that there is a significant difference of both groups' post-test. The mean score of experimental group in pre-test was 66.7188 ($SD = 8.19219$) while in post-test was 75.7813 ($SD = 9.84635$) and the Sig. (2-tailed) value was .000. In conclusion, implementing project based learning to teach speaking is effective to improve tourism students' speaking proficiency.

Keywords: Speaking Skill, Tourism Department, Project Based Learning, Narrative Text

INTRODUCTION

Nunan (1995) stated that speaking is an essential feature of language learning both as a foreign language or a second language. The success of speaking is typically measured by students' proficiency to communicate in the target language well. Therefore teachers are obligated to develop students' speaking ability through various ways. The proficiency of speaking skill is a priority for students and they frequently measure their accomplishment in

language learning as well as the potency of their verbal proficiency (Richards, 2008: 19).

Speaking is not only used in daily communication or in general purposes but also utilized in specific necessity or purposes. It is defined as English for Specific Purposes (ESP). There are miscellaneous sort of ESP in accordance with the function. For instance, English which is used for scientific purposes, English for academic objectives, English for business purposes and others. There are also specific terms in English which is used in medical

urgencies, pharmacy, engineering, and mechanical field, etc. ESP is not only used in the college life or occupation requirement but also in vocational high schools. This study concerns on specified English terms used in tourism industry by tourism vocational high school students or in short, English for Tourism Purposes.

Mainly, vocational high school students are prepared for their future career or occupation, even though they would still have the chance to take higher education. Due to that preparation, students should not only master their vocation competency but also their language skill especially for tourism students. Tourism students who have good English competence are considered more employable in this global era where English is the most-widely-used language all around the world. They will definitely need English to communicate whether it is in oral or written form. Therefore, speaking proficiency of tourism students should be improved. It will be way much better if the students can also relate or use English for Tourism Purposes.

Based on researcher's pre-observation in a vocational high school in Surabaya, tourism students were not familiarized with the use of ETP. They did not even understand the terms of ETP. Moreover, students usually speak Javanese in their daily activities rather than speaking Bahasa Indonesia because Javanese is their first language. In consequence, they cannot speak in English correctly and make spoken grammatical errors most of the time.

To overcome this problem, project based learning seems to be an effective method to improve speaking competency of the vocational high school students. According to Kuhlthau (1997), project based learning may affect students' ability in understanding written texts, as students can explore their ideas actively, select, collect, analyze, and comprehend the texts. As soon as the learners understand the written texts, they are likely using the text as the guidance in real life communication. Students can also relate real meaningful problems that are important through project based learning.

In conducting this research, there are similar previous studies done in vocational high schools. A classroom action research (CAR) done by Marisah and Robiasih (2017) showed that students' interest to learn English was increased and the strengths of project based learning could integrate students' language skill especially oral skill to social skill and technology. Another CAR done by Dewi (2017) reported that vocational high school students' speaking skill improved from 69 to 80. Based on the results of the study, students could pass the oral test and give positive response towards the implementation of project based learning in their class.

Project based learning could also enhance students' speaking competency in terms of fluency, pronunciation, grammar, and vocabulary.

In this case, the writer chose vocational high school students taking tourism departments since they are required to have a good skill in speaking English. However, English is the universal language which is widely understood by people all around the world especially the foreign tourism passengers that students' might guide someday. The tour guides-soon-to-be or travel agent assistants absolutely use English to communicate both written and spoken. The proficiency in speaking the universal language has been an absolute requirement. For instance, they are demanded to tell a history of a place to their customers, varied information related to travel trip to foreigners whom cannot speak Indonesian and many other necessity which require communication in English in tourism industry. Therefore, the researcher chose narrative text because most of tourism places surely have legendary stories. The researcher focused on fiction narrative text talking about Indonesian folktales which happen in tourism objects or places. The project for the experimental group was recording monologue video of each student telling legendary stories in tourism places to their passengers in which the use of ETP was involved as well.

In line with the problems that the researcher has stated above, this research addresses two research questions which are formulated as follows:

1. Is there any difference of students' speaking performance between the class which is taught using project based learning and the other class which is not?
2. Is there any improvement of speaking skill of the vocational high school students following project based method implemented in the class?

RESEARCH METHOD

The aims of this study are to examine whether project based learning could be effective in developing tourism students' speaking competence or not and draw the significance difference of tourism students' speaking performance between students who were taught using project based learning and students who were not. Thus, the researcher conducted quasi experimental research. It is a type of research that examines the progress of something after being given a treatment to the participants. Bhattacharjee (2012) also states that experimental study is enforced to check motive and effect relationship by diving the cause from the outcome in time and analyzing how the mean effects vary between subjects in control and experimental group.

There were 64 tenth graders of tourism department students in a state vocational high school in Surabaya

whom were involved in this research. They were divided into two classes, X Usaha Perjalanan Wisata (UPW) 1 whom became the experimental group and X UPW 2 whom became as the controlled group.

In an experimental study, variables are important because according to Best (1981, p.59) they are the characteristics that the experimental manipulates, control, or observes. There were two kinds of variables; they are independent variables and dependent variables. According to Ary (1985:30), independent variable is a variable which can be manipulated by the investigator. The independent variable of the study was the project based learning method. In contrast, dependent variable was a variable which is affected by the independent variable (Ary, 1985:30). In this study, the independent variable was the implementation of project based learning method and speaking skill of tourism students is the dependent variable.

Oral tests were used as the instrument of this research. The spoken tests were sequentially managed as pre-test and post-test for both experimental and control group. In the test, there are 5 questions that the researcher gave. The questions were the information about legendary folktale. The researcher asked the students to answer some questions by retelling an Indonesian folktale of a legendary tourism places and the researcher record their performances.

The data of this study was in a form numbers and tables which was obtained through the scores of pre-test and post-test conducted in both experimental and control group. The test was in a form of individual speaking performance. The scores of students' speaking pre-test and post-test were scored with an adapted rubric. The research questions were answered by comparing the score of pre-test and post-test in experimental group, and comparing the scores of pre-test and post-test of both groups.

Firstly, a try-out test was conducted to check the reliability and validity of the oral test. A pre-test was administered subsequently to both groups. As soon as the pre-test was done, the researcher taught spoken narrative text using project based learning method for around one and a half month in experimental group and traditional method in control group. Actually, this research needed a long time to be finished since the researcher has to be involved in teaching and learning process inside the class. However, the researcher and the teacher made an agreement to cooperate in conducting this research. The English teacher only gave maximum 4 meetings for the opportunity to collect the data. After giving the treatment in experimental group, the researcher directed a post-test for both classes in order to examine whether the implementation of project based learning is effective or

not to enhance students' speaking ability and also the difference of students' speaking skill between control group and experimental group.

To find out the answer of the researcher's first question, the researcher used Independent Sample T-test in SPSS 20.00. Independent Sample T-test was used to see whether there is any difference between two classes which the samples are not dependent to each other. Before analyzing the independent sample t-test, there are two parametric statistical test requirements which have to be tested formerly, they are homogeneity test and normality test. The data must be normally distributed and must be homogeneous. According to Pallant (2013), if the Sig. (2-tailed) value of Independent Sample T-test result is equal or less than .05 means there is a significant difference in the mean scores of both groups. If the Sig. (2-tailed) value is more than .05 the difference of the mean scores is not significant.

To answer the second research question, the researcher used Paired Sample T-test. The prerequisite to test Paired Sample T-test is the data must be normally distributed. Based on the result of normality test above, the researcher already completed the prerequisite. The researcher compared the scores of students' pre-test and post-test in experimental group using Paired Sample T-test in SPSS 20.00 to investigate whether there is any improvement or not before being taught using project based learning and after being taught. Similar with the assumption above, if the Sig. (2-tailed) value of Paired Sample T-test is less than .05, it means there is a significant improvement of students speaking skill but if it is more than .05, it shows that there is no significant improvement of students' oral proficiency.

RESULTS

Before implementing project based learning, the researcher prepared teaching tools such as lesson plan, media, and material for students in experimental group. On the first meeting, the researcher started the class with greeting the whole students as usual. After that, the researcher began to teach with brainstorming. The researcher asked the students about how familiar they are with narrative texts and what are the examples of narrative texts that they had learned. The students responded actively. The researcher played a video about Tangkuban Perahu then started to ask essential questions about the story. The researcher also asked what the relation between the legendary folktales with tourism object is. As soon as the researcher finished explaining the materials, the researcher moved to the second stage of project based learning, designing a plan for the project. To create the project, the researcher asked the students to summarize

one of the Indonesian folktales which happen in tourism places with their own words as their homework. After summarizing, the students have to retell the story and record it as a monologue video. After explaining about the project, the researcher discussed the arrangement of the schedule of creating the project (see Appendix 5).

On the second meeting, the researcher monitored the students and the progress of the project. On this stage, the researcher checked students' summarization and gave feedback for the students. Some of the students were active but some of them were not. The researcher gave a short explanation too about how to do the project. An example of the monologue video was played too. The students were asked to practice how to tell the legendary Indonesian folktale which happened in famous tourism places with their desk mate. Several students asked the researcher about how to pronounce certain words which they do not feel familiar with. To end this meeting, the researcher reminded the students to submit the video on the next meeting.

On the third meeting, the students submitted their projects to the researcher. The researcher checked students' monologue videos and assess the outcome. Due to the limited time allotment, the researcher did not check all the videos. The researcher gave comments on students' project. The researcher also evaluated the experience of creating the project the students. The students responded actively, some of them said it was quite easy and some of them said that the project is hard enough. The researcher also gave positive reinforcement to all students because of their willingness to participate actively. The researcher scored students' monologue video with the similar rubric to assess pre-test and post-test. The researcher reported the scores of students' project to the English teacher on the next day. On the next meeting, the post-test was conducted in both groups and analyzed the results.

A. THE DIFFERENCE OF STUDENTS' SPEAKING PERFORMANCE OF EXPERIMENTAL AND CONTROL GROUPS

a. Pre-test

The mean score of experimental group in pre-test was 66.7188 (SD = 8.19219) and the control group was 67.1875 (SD = 9.15260). It means the control group scored higher on the pre-test than the experimental group. The result shows that the significance value or Sig. (2-tailed) is 0.830 which means that there is no significant difference between the pretest of experimental group and control group.

b. Post-test

The mean score of experimental group posttest was 75.7813 (SD = 9.84635) and control group was 67.6563 (SD = 11.70776). Based on the result, experimental group scored higher than the control group. the Sig. (2-tailed) value is .004 or less than 0.05. It means that there is a significant difference between the posttest of experimental group and control group. The mean difference is 8.125 between posttest of both groups, meaning that the difference between posttest score of experimental group and control group was high enough.

B. THE STUDENTS' IMPROVEMENT IN EXPERIMENTAL GROUP

The final product of students' project during the implementation of project based learning in experimental group is monologue videos. Tourism students' monologue videos were submitted to the researcher as their assignment or homework score. The researcher and the teacher used a speaking rubric adapted from H. D. Brown (2001, pp. 406-407) and Heaton to assess and investigate whether there is any improvement of students' speaking competence. The researcher assessed four aspects in speaking. They are content, comprehension, fluency and pronunciation. The researcher elaborated the result of students' project based on each aspect on the following paragraphs.

a. Content

In assessing the content of students' speaking performance in pre-test, project of monologue video and post-test, the researcher focused on their grammar and vocabulary. In addition, the researcher also checked whether the students' involved the terms of ETP or not. Students were also required to include the greetings in opening and closing their speech as tour-guide. In the pre-test, most of the students did not mention the greetings because they said that were not ready yet and they did not used to use the terms of ETP. After getting the implementation of project based learning and did the project, the students in experimental group could open and end their speech with the terms of ETP. Although the result was not as good as the researcher had expected, but they still made slight improvement on the content of their speaking performance.

b. Comprehension

In speaking, comprehension is one of the most crucial aspects because it shows how well the speaker understands the text or story they are telling in the speech. It would absolutely affect listeners' understanding as well. On the pre-test, most of students' speaking performances were a bit messy

because they did not understand the story well. The researcher could hardly understand students' speech because they did not tell the story in order. After the researcher implemented project based learning, students' speaking performance could be more comprehensible because they had already understood the text better.

c. Fluency

Fluency is the most-improved speaking aspect of all in this research. Students in experimental group spoke more fluently after creating the project of project based learning in their class. This might happened because they had summarized the legendary story before and rephrased it with their own words. In the pre-test, most of the students made long pauses, incorrect grammatical sentences, and so on. They also pronounced abundant hesitation devices which indicate their anxiety or nervousness in speaking and unpreparedness. After they did the project, most of the students improved in their fluency on the oral post-test.

d. Pronunciation

Pronunciation has been the primary concern by the researcher. It is the hardest speaking aspect to be improved because teaching pronunciation cannot be done maximally in a short period of time. Three meetings were not enough to fix all students' mispronounced words moreover if the incorrect pronunciation has been fossilized. Fortunately, by doing the project and also with giving the example of monologue videos could help students' to reduce the incorrect pronunciation that they spoke. Some of the students improved but some of them did not improve in pronunciation.

English for Tourism Purposes means giving chance to the students to learn the authentic language of their vocation.

The project of recording monologue video as a tour guide telling Indonesian legendary folktales also gives good effects for the students since it is based on learners' need or learners' centered. They also rehearse how to guide and tell a legendary folktale to their passengers-to-be, increasing their confidence, improving their pronunciations, and others. Actually, they were not used to perform or speak in the target language even in explaining the description of the tourism places. Thus, project-based was implemented to overcome this problem. It was supported by the statement saying that "project based learning approach empowers learners to increase and enhance their language fluency and exactness, and on the equal time construct personal features and abilities which includes self-self-assurance, hassle-solving, selection-making, and collaboration" (Little, 2009; Beckett and Slater, 2005; Broiled Stall and Diana, 2002). Consequently, the confidence of the student, their fluency, and comprehensibility improved too.

This results of this research also support Stoller's statement (1997) saying that project based learning gives so much contribution toward the development of the students' language in which the target language is used by the students competently. Meaning that, students can elaborate the relation between the project of telling legendary stories and developing their tour-guiding skill. It was shown by the videos submitted to the researcher in which they tried to develop their oral skill. They learned how to start tour guidance (opening) in English and also how to end it, even how to remind the passengers about important information related to the trip. This is similar with one of the benefits implementing project based learning saying that it helps the students to increase their creativity in demonstrating the real situation if they become a real tour guide in a vacation trip. Students showed their creativity as well by telling the story with word-stressing, intonation, and a few of them even different voices for each character in the story.

Another advantage of implementing project based learning is creating fun learning inside the classroom. Although this research is in a form of quantitative research, but the researcher did not set aside the fun learning atmosphere in both classes. The teaching and learning process was fun because the students do not feel tensed because of the project. If their peers laughed of mistakes that a speaker (student) made while presenting the story, the speaker did not feel offended of it.

Furthermore, the result of this study support the idea that project based learning engage cooperation or collaboration skill of the students. In spite of this is an individual speaking performances, it also persuaded the

DISCUSSION

The result of this research proved that the teaching speaking using project based learning could improve students' speaking skill of tourism department in narrative text. Moreover, the progress of students' speaking performance in experimental group also improved significantly which has been proved by the scores from pre-test (before the treatment) and post-test (after the treatment).

As indicated by Ushioda (2010), Stoller (2006) and Robinson (1991) project based learning is effective in English for particular purposes (ESP) settings since it fits: (i) the use of authentic language, (ii) consciousness on language at the discourse in place of the sentence level, (iii) authentic tasks, (iv) student centeredness, and (v) functional language use, all features of ESP. Taking

students' to collaborate with their peers. For instance, in the process of making the project, each of them helped each other to record the video one by one. The cooperation between them was increased to while they were editing the video.

Ultimately, we can draw the conclusion that the experimental group who were taught using project based learning has a significant difference than the control group who were not. The improvement of pre-test before the experimental group got the Project based learning implementation and post-test after project based learning implemented were quite significant to. In short, the use of project based learning is effective to increase students' speaking proficiency especially in telling narrative text for tenth graders of tourism department.

CONCLUSION

Based on the result of this study, it is proved that there is a slight difference of students' pre-test score. After the project based learning implemented, the researcher compared the post-test again. Turns out that the result shows the class which has been taught using project based scored higher on the post-test than the other who did not get the treatment. Some of the students in control group made slight improvement specifically in fluency. They can speak a bit more fluently on the post-test because they have been more prepared and memorize the short story taught in the class.

The project of making monologue video can be considered as an authentic task or appropriate assignment for the tourism department students because it is related with their tourism material at school the project was considered useful to help tourism students for their tour-guiding subject. The findings showed that project based learning can give the students a chance to improve their ability in real life communication based on their vocation or major at school.

In conclusion, the researcher has examined the effectiveness of implementing project based learning to teach speaking and sees which speaking aspects improve the most. Based on the data, the speaking aspects which were increase a lot were comprehensibility and fluency. The improvement in fluency proved that project based learning can decrease students' anxiety level. In addition, the improvement in comprehensibility showed that the students can deliver the story more understandable after getting the treatment of project based learning in their class.

Suggestion

There are several suggestions which might be helpful for the readers related to findings of this research. The suggestion can be suitable for English teachers, English

foreign learners and future researchers. For the teachers, Project Based Learning can be an alternative learning method for students. The stages of project based learning mentioned in this researcher hopefully can help English teachers to implement it in the class. Not only for teaching speaking but project based learning can also implemented for other skills such as writing, reading or listening.

This research is expected to be interesting enough for the students, especially high school students in non-English-speaking countries. Students may propose project based learning to their teacher as a learning method which prioritizes authenticity in the class.

Hopefully, this research would be interesting enough for the future researchers to conduct further research about how to implement project based learning. The researcher also expects that future researchers would feel challenged to explored in depth about how the stages to implement project based learning specifically to teach oral skill. Moreover, this research is expected to encourage new researchers to conduct research to develop vocational high school students' language skill.

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